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between information and thoughtfulness, most teachers prefer to sacrifice the former. According to the author's statement "The primary object of Latin composition is to aid in developing sound reasoning fortified by memory". In the process of learning, in the application of statements about syntax and the finding of Latin renderings of English synonyms which are all before the eyes of him who searches, where the minutiae are so carefully prescribed, there is probably a minimum of reasoning and a maximum of memory: it is a process of acquisition, rather than the use of either the language or the thought-content in its normal or natural form. Compliance with prescription in pedagogy has been the great enemy of culture and of character. On the other hand, when the work has been brought to a completion through at least two years, there is no doubt that a mastery of the language will have been attained which will make a highly intellectual process of subsequent Latin reading.

In short, this is a book for Schools which can make of Latin prose composition a subject apart, occupying one-twentieth of the School curriculum for two or three years; and which can look upon the second and third High School years as preparatory to a classical education which is to follow.

COLLEGE OF THE
CITY OF NEW YORK.

BARCLAY W. BRADLEY.

DR. MITCHELL'S REJOINDER

Dr. Bradley has given a very kind and even complimentary outline of the construction and accuracy of *The Writing of Narrative Latin*. If he has found no errors in it, they probably—the author feels encouraged to hope—are so rare as to constitute practically isolated instances. Few new text-books escape without some oversights.

It is when the reviewer expresses his "personal reaction" to the book that the author feels constrained to comment. In a letter which the reviewer sent to the author when he courteously submitted the review to him in advance of publication, Dr. Bradley said: "I have found it difficult to be fair to the labor. . . . given to the compilation of the work and at the same time to my own feeling about the. . . . unwisdom of devoting so much time to Latin Prose". He has clearly found this difficulty insuperable.

It would seem that, in the teaching of Latin writing, Dr. Bradley is wholly given over to the imitative method. Is any one with such a predilection fitted fairly to judge, especially without a trial, such as a book as mine?

If objection shall be urged by the reviewer or anyone else against the presentation of the principles of syntax, in *The Writing of Narrative Latin*, the author will rejoin that no systematic exposition of syntax is possible in the other type of composition book, a book based wholly on the text of a Latin writer. Further, as has been said repeatedly, to write sentences by the method laid down in such a book is, for many pupils, to write sentences cribbed from a text: that process certainly demands neither reason nor memory. Of course, if this is what the reviewer desires, there is no room for further argument. Objection is made to the fact that the learner, by searching in my book, can find the principle he is looking for. The only

instances recurring to the mind of the author where languages were acquired with no possibility of referring to basic principles are the events connected with the Tower of Babel and with the still more wonderful and much better attested flaming tongues of Pentecost.

To the objection that the vocabulary system of the book requires undue expenditure of time and trouble, the author replies that all vocabularies in Latin Composition work are intended merely to supply lapses of memory. In the book under discussion the reference to every usage, every shade of meaning and every usual synonym are full and complete, and certainly it is no more difficult—if as much so—to turn to a page on which the desired word will probably at once greet the eye than it is to scan four or five pages of Latin text for some elusive or special meaning. The author has had many occasions to be grateful to Alpheus Crosby for similar arrangement of the vocabulary of the Greek Exercises which he studied in his youth; and yet he and his schoolmates and thousands of contemporary youths who used this great text-book successfully were neither "super-human nor Chinese". They did, however, belong to a day when no concession was made to idleness and triviality, and when a pupil's academic path was not assumed to lie along the line of least resistance, and when the antidotes for ignorance were not administered in the form of sugar-coated tablets.

Finally, a word must be said in reply to the general indictment of the book by the reviewer, as being too difficult. This charge is made by him against a volume absolutely untested by him and likely to remain so. The author, however, stated in his Preface that classes under his care found no serious difficulty with it as presented to them in manuscript. Moreover, corroborative testimony is in the author's possession from teachers who are now using the book with Caesar classes. The writing of a foreign tongue is never 'easy'. Concentrated thinking and straight reasoning are admittedly difficult things, and, sad to say, seem to be growing more so. But should the aim of pedagogy be to obviate the necessity for thinking and reasoning, or to compel at least a fair amount of these indispensable requisites to success in life?

CENTRAL HIGH SCHOOL,
Philadelphia.

B. W. MITCHELL.

CORRESPONDENCE

Under the direction of the Latin Department of the High School, at Lancaster, Ohio, on Friday, March 10, the boys and girls of the School performed two Latin plays: Miss Susan Paxson's *A Roman School*, and the play called *Pyramus and Thisbe*, to be found in *Decem Fabulae* (Oxford University Press). There was also an exhibit, based in part on Miss Sabin's book, and several tables of models, maps, drawings, etc.

MABEL E. CURTIS.

On March 10, the Latin Department of the High School, West Chester, Pa., gave an entertainment, consisting of two plays: *The Roman School*, in Latin, by the boys in the department; *When the Fates Decree*, *The Dido and Aeneas story*, by the Vergil class; and nursery rhymes, sung both in Latin and English by the first year girls.

FLORENCE A. FONDA.